

High School Students' Motivation and Help-Seeking Strategies in English Language Learning

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Abstract

Motivation and help-seeking as self-regulated learning strategies are essential for the students to increase academic persistence, cope with academic challenges, and take an active role in their learning process. To date, self-regulated learning strategy and motivation in learning have been extensively studied. However, little attention and effort have been made to investigate the correlation between a motivation variable and help-seeking strategy at the Indonesian high school level. To fill the gap in the previous research, this study aimed to investigate high school students' motivation in learning English and the extent to which it correlated with their help-seeking strategy. To reach the aforementioned aim, a correlational-method design was applied in this research. The researchers gathered the data using two types of data collection techniques, namely a close-ended questionnaire and semi-structured interview to provide triangulation. Ninety-eight students of a private senior high school in Cirebon, Indonesia were involved in this study. The findings revealed that those high school students tended to be instrumentally motivated in learning English. Furthermore, they were also reported to have positive attitudes and good initiatives to engage in help-seeking strategies whenever it was necessary. From the statistical calculation utilizing SPSS version 25, it was found that motivation and help-seeking strategy had a strong positive correlation ($r=.645$), which inferred that as the students had a high level of motivation; they were more inclined to engage in help-seeking strategies.

Keywords: EFL, help-seeking strategy, motivation, self-regulation.

1. INTRODUCTION

English as a means of global communication has successfully placed its position as a language that serves to accommodate multicultural and international communications and affairs (McKay, 2018). Thus, as part of a global citizen, it is pivotal to master English both in spoken and written usage. However, learning English in the Indonesian classroom context is quite challenging since English as a foreign language is not widely used in the students' immediate context (Hery, 2017). Moreover, the teacher-centered classroom interaction and the use of teaching technique that does not facilitate students' active participation make the students take a passive role in their own learning (Emaliana, 2017). As a result, despite the students' awareness of task difficulty along with the availability of assistance and resources, many of them still avoid seeking help to overcome their academic difficulties (Suryaratri & Shaw, 2014). This maladaptive behavior was reported to have negative impacts on students' attitudes in learning, academic achievement, and academic engagement (Almeda, Baker, & Corbett, 2017; Won, Hensley, & Wolters, 2021).

With those issues mentioned above, it is crucial for the students to develop help-seeking strategies in English language learning to help them cope with their academic challenges. Help-seeking strategy refers to students' active roles in monitoring their performance and their self-determination in seeking assistance when facing academic obstacles (Karabenick & Gonida, 2018). Contrary to the old view whereby seeking assistance was perceived as students' dependence upon others, seeking assistance from teachers or more knowledgeable peers when facing academic ambiguities and obstacles is now perceived as an adaptive strategy employed by self-regulated learners to continue the learning process (Shin, 2018). By developing help-seeking strategies, the students will have the capacity to "avert possible failure, maintain engagement, lead to task success, and increase the likelihood of long-term mastery and autonomous learning" (Newman, 2002, p.132).

Help-seeking strategy and its relation to learning have long been investigated by some researchers. In the Indonesian context, Mbato and Cendra (2019) conducted a study to investigate to what extent self-regulation assisted undergraduate students' help-seeking and motivation in thesis writing. The study showed that self-regulation had a positive moderate correlation with help-seeking strategy and a positive high correlation with motivation-regulation. Furthermore, at the Indonesian primary school level, Suryaratri and Shaw (2014) conducted a study to explore students' perceptions of academic support available to them and their own academic help-seeking strategies. The result showed that despite the availability of support, many students were reported to be reluctant to ask for help. Furthermore, various factors such as student-teacher interactions, the nature of the EFL classroom, interaction among peers, and students' personalities were found to be the major things which influenced their help-seeking strategies.

In the process of learning English, it is also important for the students to have a strong motivation to learn and improve. Motivation in learning sustains the process and helps the students accomplish their long-term goals. Motivation enables the students to deal with academic obstacles, increase academic persistence, and seek help when required (Tosuncuoglu, 2019). Previous research revealed that motivation directly affects the overall

learning strategies used by the EFL students (Zarei, Ahour, & Seifoori, 2020) and their decision to seek academic help when encountering academic difficulties (Almeda et al., 2017). Moreover, motivation also influences students' decision to learn, the duration of doing it, and the effort that they make when learning a language (Han & Lu, 2017).

Although students' help-seeking strategy in learning has been proven to be affected by various factors including students' self-regulatory skills, student-teacher interaction, the nature of the EFL classroom, interaction among peers, students' personality, and motivation (Almeda et al., 2017; Mbato & Cendra, 2019; Suryaratri & Shaw, 2014), little attention and effort have been given to investigate the relationship between students' motivation and help-seeking strategy in the Indonesian high school context. According to Cheong, Pajares, and Oberman (2010), developing help-seeking strategies as a form of adaptive response to cope with academic difficulties in a high school classroom is essential since the students will be well equipped with the skill to cope with future academic challenges or problems in a higher education level such as college or university. Therefore, further study needs to be conducted to shed light on motivational variables and the extent to which motivation predicts Indonesian high students' adaptive help-seeking strategies in English language learning.

Thus, the primary objective of this research was to investigate high school students' motivation in learning English and the extent to which it correlated with their help-seeking strategy. This research was conducted at one of the private high schools in Cirebon, West Java, Indonesia. There were three research questions formulated in this research: (1) To what extent are high school students integratively or instrumentally motivated towards English language learning? (2) What help-seeking strategies do high school students employ during the process of English language learning? (3) Is there any correlation between students' motivation in learning English and their help-seeking strategies?

Based on the third research question, the researchers formulated two hypotheses as follows:

H₀: There is no correlation between students' motivation and their help-seeking strategy in English language learning

H_A: There is a correlation between students' motivation and their help-seeking strategy in English language learning.

2. LITERATURE REVIEW

2.1 Help-Seeking as Self-Regulated Learning Strategy

Academic challenges and obstacles are inevitable during the learning process. However, the actions that the students choose to do will determine the result and the success of learning. One of the ways for students to overcome their academic difficulties is by engaging with help-seeking strategies. According to Newman (2002), help-seeking strategies is considered as one noticeable characteristic of a self-regulated learner. It is in line with Almeda et al. (2017) who stated that help-seeking is "deeply intertwined with self-regulated learning since the students' decision to seek help is influenced by their self-regulation skill" (p.4). They further explained that help-seeking is an essential self-regulatory strategy to help the students deal with cognitive ambiguity and academic challenges.

Won et al., (2021) proposed that the students who are proactively monitoring their task performances, being aware of their difficulties, and seeking assistance from teachers or peers who are more knowledgeable than them can be considered as adaptive help-seekers. It is

supported by Almeda et al., (2017) who stated that a self-regulated learner is aware of the necessity of support and the importance of help-seeking behavior in the process of learning English. Meanwhile, the metacognitive function of adaptive help seekers is reflected through their awareness of task difficulty and their lack of knowledge to meet the task demand (Black & Allen, 2019; Newman, 2012).

According to Newman (2002), to engage in help-seeking strategies, a self-regulated learner must possess some competencies and resources, namely “cognitive competencies, social competencies, personal motivational resources, and contextual motivational resources” (p.132). Those competencies and resources will enable self-regulated learners to be aware of their own knowledge state, set a personal goal, consider the necessity of help-seeking, have the willingness to seek help, determine the types of questions that should be addressed, determine who and when to ask for help, know how to ask for help in a socially appropriate way, and process the help that has been received to continue working and achieve the goals (Chowdhury & Halder, 2019; Karabenick & Gonida, 2018).

2.2 Motivation in EFL Context

Motivation plays a pivotal role in language learning since it becomes one of the prominent factors which determines the success of language learning (Han & Lu, 2017). Without sufficient motivation, the students will not be able to achieve their learning goals even though they possess excellent language proficiency. It is in line with Delgado (2016) who stated that “motivation plays a role as an essential factor in language learning acquisition because it acts as the students’ beacon to achieve their goals, desires, dreams, and aspirations” (p. 6). In other words, motivation is the driving force to initiate and sustain the long and tedious process of learning (Gardner, 2001). Furthermore, previous research revealed that motivation directly affects the overall learning strategies used by EFL students (Zarei, Ahour, & Seifoori, 2020) and their decision to seek academic help when encountering academic difficulties (Almeda et al., 2017). Moreover, motivation also influences students’ decision to learn, the duration of doing it, and the effort that they make when learning a language (Han & Lu, 2017).

According to Gardner (2001), there are two types of motivation, namely integrative and instrumental motivation. Integrative motivation refers to one’s desire and willingness to integrate oneself into the community, culture, customs, and society of the target language. Integratively-motivated learners tend to express positive attitudes towards the overall language learning process, exhibit more effort, and show genuine desire and enjoyment during the process of language learning (Lamb, 2004). Furthermore, instrumental motivation refers to more functional reasons to fulfill and meet the social demand. Those two types of motivation play crucial roles in the students’ English language learning success from different perspectives (Hong & Ganapathy, 2017). Language learners who are integratively motivated learn English to be able to interact and communicate well with other people who speak English, to know the life of native people in the English-speaking countries, to participate more freely in various cultural groups from a different nationality, and to keep in touch with foreign acquaintances. Meanwhile, instrumentally motivated learners learn English for more functional reasons such as to get a prestigious job and promotion, to pass

the English standardized tests or examinations, to get involved in international business and affairs, to get exposed to a lot broader source of information, and to be more knowledgeable.

3. RESEARCH METHODS

3.1 Research Design

To investigate high school students' motivation in learning English and the extent to which it correlated with their help-seeking strategy, the researchers employed a correlational-study design. This explanatory correlational design explains the extent to which some variables are associated at one point in time (Creswell, 2002). Nevertheless, this study also employed descriptive data gathering, using semi-structured interview to have a more comprehensive view of the results. Correlational research was conducted beforehand to collect the overall data and map the respondents' motivation and help-seeking levels along with the correlation between the two variables. Inferential statistical analysis was utilized in this process. Meanwhile, additional descriptive data was also undertaken to have more in-depth data on the phenomenon being studied and to support the findings.

3.2 Participants

The research was conducted in SMA Private 1 Cirebon, West Java, Indonesia in the odd semester of 2021/2022. The purposive sampling method was used to choose the participants of this study. Purposive sampling method or judgment sampling refers to a nonprobability sampling technique where the researchers use personal purposes and judgments to opt the subjects considered being representative of the population (Ary, Jacobs, & Sorensen, 2010, p.648). The researchers chose 98 students from the twelfth grade as the participants of this research. Twelfth-grade students were chosen as they were expected to be academically more mature; thus, would engage more in self-regulated learning strategies compared to the students from lower grades. Furthermore, a consent form was provided to ensure ethical conduct.

3.3 Instruments

To provide triangulation, the researchers gathered the data through two types of data collection techniques: a close-ended questionnaire and a semi-structured interview. The data of students' motivation were collected by distributing Integrative and Instrumental Motivation Questionnaire adapted from Vaezi (2008). This questionnaire is a five-point Likert scale consisting of 20 items: ten statements indicating integrative motivation and ten statements indicating instrumental motivation. Meanwhile, students' help-seeking strategy was measured by using Help-Seeking Strategy Questionnaire adapted from Cheong et al. (2010). This questionnaire consists of 21 items with five degrees of agreement ranging from "strongly disagree" to "strongly agree".

To increase the validity and reliability of the research, the researchers piloted the questionnaire on 11th October 2021 to 42 eleventh grade students of SMA Private 1 Cirebon. The result presented in Table 1 shows that 2 items of Integrative and Instrumental Motivation Questionnaire were invalid and 1 item from Help-Seeking Strategy Questionnaire was invalid. According to Machuca et al. (2017), a questionnaire is considered reliable if it has an internal consistency that is represented by correlated item-total

correlations value. Thus, the reliability of the questionnaire can be ensured if each correlated item-total correlations item value $\geq .3$.

Table 1. Reliability and Validity of the Questionnaire items

Questionnaire	Category	Number of items	
		Valid	Invalid
Integrative and Instrumental Motivation	Integrative motivation	1,2,4,5,6,7,8,9,10	3
	Instrumental motivation	11,12,13,14,15,16,17,18,19	20
Help-Seeking Strategy	Being aware of one's knowledge state	1,2,3	-
	Setting personal goals	4,5	6
	Considering the necessity of help	7, 8, 9	-
	Determining the types of questions that should be addressed	10, 11, 12	-
	Determining who and when to ask for help	13, 14, 15	-
	Knowing how to ask in a socially appropriate way	16, 17, 18	-
	Processing the help that has been received	19, 20, 21	-
Total		38	3

After eliminating the three invalid items, the Cronbach's alpha coefficient of Integrative and Instrumental Motivation Questionnaire and Help-Seeking Strategy were .882 and .922 respectively. According to (Creswell, 2002), a research instrument is valid and reliable if the Cronbach's alpha coefficients value $\geq .6$. Consequently, from the pilot testing, both questionnaires used in this research were considered valid and reliable (see Table 2).

Table 2. Cronbach's Alpha Coefficient

Questionnaire	N of Items	Cronbach's Alpha
Integrative and Instrumental Motivation	18	.882
Help-Seeking Strategy	20	.922

As for the semi-structured interview, the researchers developed seven questions following up the questionnaire. The questions of the interview focused on the following aspects, namely (1) feelings in English learning, (2) motivating factors, (3) challenges in English learning, (4) skills and materials they found most challenging, (5) strategies to overcome the difficulties, (6) perceptions of help-seeking, and (7) considerations before asking for assistance.

3.4 Data Analysis

Descriptive statistical analysis was utilized to analyze high school students' motivation level in learning English and their help-seeking strategy. After collecting the data, the researchers calculated the mean score and standard deviation of each variable to measure its central tendency. Central tendency is a way to summarize and interpret the data in which the value can be used to represent the group as a whole (Ary et al., 2010). The researchers used the mean, total score, and standard deviation to categorize students' motivation level into "low, moderate, and high". Furthermore, to investigate the correlation between students' motivation and their help-seeking strategy, the researchers utilized SPSS version 25 to find Pearson Correlation Coefficient (r). Sugiyono (2017) interpreted the degree of strength of Pearson Correlation Coefficient into five categories: 0.00 – 0.199 (very weak), 0.20 – 0.399 (weak), 0.40 – 0.599 (moderate), 0.60 – 0.799 (strong), 0.80 – 1.000 (very strong).

Furthermore, the quantitative data gathered from the online questionnaire utilizing Google Form were elaborated with qualitative data gathered from the semi-structured interview to support the results. A purposeful sampling method was employed to choose the participants of the interview. The researchers chose five interview participants with low, moderate, and high levels of motivation to represent the whole group. The interview was conducted via WhatsApps Voice Call due to the Covid-19 pandemic situation. After conducting the semi-structured interview, the researchers transcribed the audio recording and employed a coding system to eventually filter and categorize the specific statements based on motivation and help-seeking theory.

4. FINDINGS AND DISCUSSION

This section discusses and elaborates the results gathered from the interview and the students' responses to the Integrative and Instrumental Motivation Questionnaire and Help-Seeking Strategy Questionnaire. The researchers divided the results into four parts which represent the answers to each research question formulated previously. The first and second parts discuss the extent to which high school students were integratively or instrumentally motivated towards English language learning. Furthermore, the third part analyses help-seeking strategies employed by the students during the process of English language learning. Lastly, the fourth part analyses the correlation between high school students' motivation and help-seeking strategies.

4.1 High School Students' Motivation Level in Learning English

The level of high school students' motivation in learning English was measured by calculating the mean, total score, and standard deviation gathered from Integrative and Instrumental Motivation Questionnaire. From the calculation, the central tendency of students' motivation level is represented by the mean score (70.96), standard deviation (10.68), mode (65), and median (73). A range score of 18-60 indicates a low level of motivation, a range score of 61-81 reflects a moderate level of motivation, and a range score of 82-90 implies a high level of motivation.

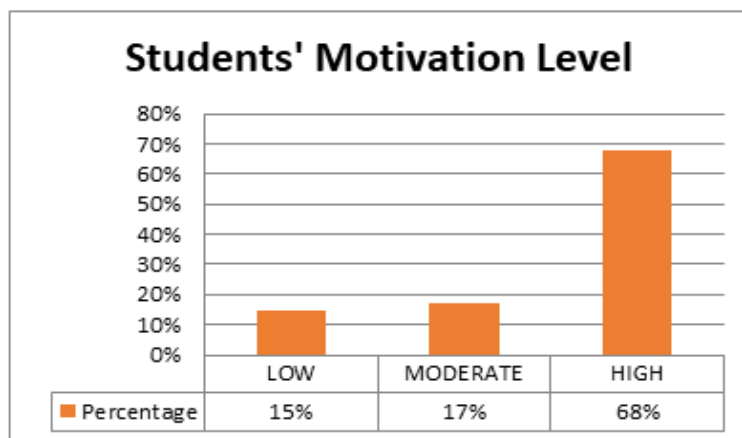


Figure 1. High School Students' Motivation Level in Learning English

Based on the score category, it was found that 68% of students were reported to have a high level of motivation in learning English, 17% of students were reported to have a moderate level of motivation, and 15% of students were reported to have a low level of motivation. From the data, the majority of the students had a high level of motivation in learning English. It is in line with the interview in which student 1 stated that she enjoyed the process of learning English in the classroom. She argued that as follows:

“My feelings during the English lesson? Hmm, I always feel happy. I enjoy it! I basically like learning English in whatever the context is. I love speaking, listening, reading, and writing” (Std. 1)

According to Pintrich (2003), motivation also deals with affective components which encompass emotional reactions towards their performances and particular tasks. Positive emotions such as enjoyment, pride, and confidence will facilitate the learning process. It is in line with Glynn, Aultman, and Owens (2018) who argued that motivated students have more positive attitudes and feelings associated with learning and are more likely to engage in autonomous life-long learning. On the contrary, negative emotions such as anxiety, low self-esteem, boredom, and fear might impede cognition and learning. It is supported by Dörnyei (2005) who argued that students' feelings will also influence their effort, learning strategies, and regulatory skills.

4.2 Types of High School Students' Motivation in Learning English

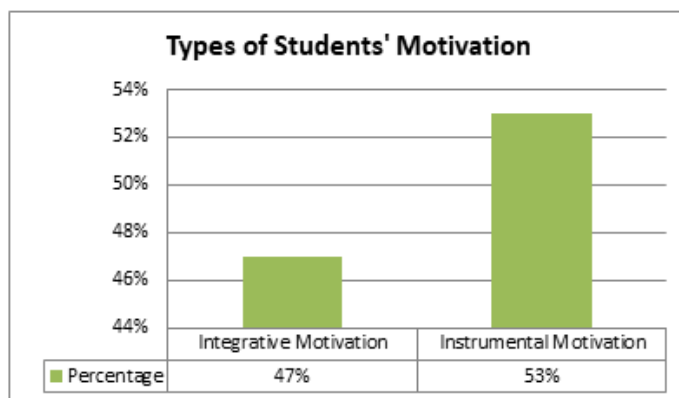


Figure 2. The Overall Percentage of Students' Instrumental and Integrative Motivation

According to Gardner (2001), there are two types of motivation, namely integrative and instrumental motivation. He further explained that instrumentally motivated individuals learn English due to more functional reasons as to fulfill and meet the social demand. From Figure 2, it is shown that the majority of the students (53%) were instrumentally motivated in learning English (Mean= 37.68, SD= 5.52). The detail of each type of motivation based on the questionnaire result can be seen in Table 3 and Table 4.

Table 3. Summary of Students' Instrumental Motivation Questionnaire (n=98)

Statement	Disagreement (Strongly Disagree to Disagree)		Neutral		Agreement (agree to strongly agree)		Mean
	N	(%)	N	(%)	N	(%)	
Instrumental Motivation	40	4.53	160	18.14	682	77.33	
1 To get a good job the future career	4	4.08	8	8.16	86	87.76	4.54
2 To pass English examination	6	6.12	19	19.39	73	74.49	4.10
3 To search for information and materials in English on the Internet and other sources	8	8.16	13	13.27	77	78.58	4.09
4 To be able to read English books	5	5.10	21	21.43	72	73.47	4.10
5 To understand English-speaking movies, videos. and TV programs	2	2.04	12	12.24	84	85.72	4.50
6 To get a lot broader source of information and to be a more knowledgeable person	1	1.02	19	19.39	78	79.60	4.17
7 Study English because English is an international language used in the global community	1	1.02	9	9.18	88	89.80	4.59
8 Study English because it is a compulsory subject in the curriculum	5	5.10	27	27.55	66	67.35	3.85
9 To get a high score in the standardized tests such as IELTS and TOEFL	8	8.16	32	32.65	58	59.18	3.73

As shown in Table 3, the students mostly perceived the utility of mastering English as an international language used in the global community (89.80%, \bar{x} = 4.59). Furthermore, they also studied English to get a prestigious job for a future career (87.76%, \bar{x} =4.54); to understand English-speaking movies, videos, and TV programs (85.72%, \bar{x} = 4.50); to be a more knowledgeable person (79.60%, \bar{x} = 4.17); to search for information and materials in English on the Internet and other sources (78.58%, \bar{x} = 4.09); to pass the English examination (74.49%, \bar{x} = 4.10); to be able to read English books (73.47%, \bar{x} = 4.10); to fulfill the school demand as English is a compulsory subject in the curriculum (67.35%, \bar{x} = 3.85); and to get high scores in the standardized tests (59.18%, \bar{x} = 3.73). The students’ responses to the questionnaire were in accordance with the interview results.

“My biggest motivation in learning English is to get a good future job. I love playing video games and I have always dreamed to work in an international game company as a game developer. Thus, I think if I am not good and fluent in English I might not get the dream job that I want” (Std. 4)

Student 4 stated that his biggest motivation to learn English was due to utilitarian reasons. He believed that by studying and being proficient in English, he might have a higher chance to get the future dream job that he wanted. Furthermore, student 3 also expressed a similar opinion. Student 3 dreamed to get a scholarship and studying abroad, thus, she learned English to get high scores in the standardized tests, such as IELTS and TOEFL, as one of the requirements to apply for a scholarship program. She stated:

“I want to get a scholarship to study abroad. In order to achieve that, I have to learn English harder to get high scores in TOEFL or IELTS because usually to apply for a scholarship, the foundation or institution requires us to have good IELTS or TOEFL scores” (Std. 3)

Table 4. Summary of Students’ Integrative Motivation Questionnaire (n=98)

Statement	Disagreement (Strongly Disagree to Disagree)		Neutral		Agreement (agree to strongly agree)		Mean
	N	(%)	N	(%)	N	(%)	
Integrative motivation	108	12.25	280	31.74	494	56.01	
10 To meet and communicate well with other people who speak English	5	5.11	23	23.47	70	71.43	4.12
11 To know the life of people in the English-speaking countries	18	18.37	26	26.53	54	55.10	3.59
12 To keep in touch with foreign friends and acquaintances	12	12.24	35	35.71	51	52.04	3.61
13 To know various culture and people	13	13.26	26	26.53	59	60.20	3.70
14 To participate more freely in the activities which include other cultural groups	8	8.16	31	32.65	58	59.18	3.83
15 To know more about native English	17	17.34	35	35.71	46	46.94	3.51

	speakers							
16	Enjoy studying English	10	10.20	33	33.67	55	56.12	3.73
17	To know new people from different parts of the world	6	6.12	19	19.39	73	74.49	4.08
18	Study English because British and Americans are kind and friendly people	19	19.39	51	52.04	28	28.57	3.09

Furthermore, 47% of the students were reported to have integrative motivation (Mean= 33.28, SD= 6.41). According to Gardner (2001), integrative motivation refers to one's desire and willingness to integrate oneself into the community, culture, customs, and society of the target language. As shown in Table 4, the students generally stated that they learned English to know new people from different parts of the world (74.49%, \bar{x} = 4.08); to meet and communicate well with other people who speak English (71.43%, \bar{x} = 4.12); to know the various culture and people (60.20%, \bar{x} = 3.70); to participate more freely in the activities which include other cultural groups (59.18%, \bar{x} = 3.83); to enjoy the process of learning English (56.12%, \bar{x} =3.73); to know the life of people in the English-speaking countries (55.10%, \bar{x} = 3.59); to keep in touch with foreign friends and acquaintances (52.04%, \bar{x} = 3.61); and to know more about native English speakers (46.94%, \bar{x} = 3.51). Moreover, although student 5 stated that she studied English to be able to study overseas, she also added that she hoped by being fluent in English, she could have many good friends during her study overseas.

“Besides studying abroad, I want to learn English in order to be able to make friends and communicate with many new friends during my university life abroad. I don't want to get lonely” (Std. 5)

Student 1 also showed the tendency to be more integratively motivated. She said that she was an extroverted person who liked to make friends. She loved watching YouTube videos about the unique culture, food, and beautiful places in the UK. Thus, she studied English to be able to integrate herself with the language community when she travelled to English speaking countries.

“I really wish that I can go to the UK someday. My biggest desire to go to the UK popped up in my head after I watched a YouTube channel, “Rick Steve's Europe”, about the beautiful places in the UK and Europe. I also want to visit those places, taste the delicious pastries, and make friends with the natives there” (Std. 1)

From the online questionnaire and the interview, the results showed that the students were more instrumentally motivated rather than integratively motivated in English learning. This finding is in accordance with some previous related studies (Chuang, Weng, & Chen, 2018; Hong & Ganapathy, 2017; Radfar & Lengkanawati, 2020; Suryasa, Prayoga, & Werdistira, 2017; Syafrizal, 2019; Zhang, Dai, & Wang, 2020). A study involving Uzbekistan undergraduate students of Tashkent State University of Law conducted by Radfar and Lengkanawati (2020), as well as that by Syafrizal (2019) which was conducted for Indonesian Junior High students revealed that EFL students tended to be instrumentally motivated in the English language learning. In addition, another research conducted by Hong

and Ganapathy (2017) also suggested that ESL students of a secondary school in Malaysia were generally instrumentally motivated. They learned English for more utilitarian or practical reasons. Thus, those studies implied that the students who learned English as either a second or a foreign language had a higher tendency to be instrumentally motivated.

There are at least two plausible reasons why EFL and ESL students were more instrumentally motivated in learning English. First, English serves as a lingua franca in the International language community (Jenkins, 2006). It means English is used as a means of communication and spoken by many speakers of various native languages. In this sense, English is no longer associated with a particular cultural group or a certain geographic community. Second, there is a high demand from the society to get proficient in English for “socio-economic mobility” reasons (Lu, 2011, p.156). The rapid development of technology and globalization has seemingly blurred the boundaries of the nations and led to the emergence of the new global cyber society whereby people from different parts of the world can communicate using English perceived as lingua franca (Haidar & Fang, 2019; Konakahara & Tsuchiya, 2019). English is no longer seen as a mere language for communication but as a means that serves to accommodate multicultural and international business and affairs (McKay, 2018; Takino, 2017). Thus, being proficient in English is essential to be part of a global citizen and thrive in this 21st-century era. It is in line with the students’ responses from the questionnaire that they learn English to be able to study abroad in English speaking countries, to get a prestigious job, to get involved in international business and affairs, and to get exposed to a lot broader source of information.

4.3 High school Students’ Help-Seeking Strategies

Before discussing students’ help-seeking strategies, getting to know briefly about the obstacles faced by the students in learning English is deemed necessary. Even though not central to this research, some questions related to the students’ academic challenges asked during the interview have led to the fact that to some extent, the students were still struggling with writing, grammar, speaking, and listening. One of the students stated:

“For me, listening is hard because sometimes the native speakers that I hear from the audio recording speak too fast with a thick British accent” (Std. 2).

Despite the challenges that they experienced, the participants were not reluctant to engage in help-seeking strategies when they encountered obstacles in the process of learning English. From the self-reported questionnaire, they reported positive attitudes and good initiatives to engage in help-seeking strategies whenever it was necessary (see Table 5).

Table 5. Summary of Students’ Help-Seeking Strategy Questionnaire (n=98)

Aspects	Disagreement (Strongly Disagree to Disagree)		Neutral		Agreement (agree to strongly agree)		Mean
	N	(%)	N	(%)	N	(%)	
1 Being aware of one’s knowledge state	30	10.20	105	35.72	159	54.08	3.60

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2	Setting personal goals	7	3.57	43	21.94	146	74.49	4.04
3	Considering the necessity of help	18	6.12	76	25.85	200	68.03	3.82
4	Determining the types of questions that should be addressed	27	8.83	101	34.25	169	57.15	3.66
5	Determining who and when to ask for help	8	2.72	84	28.57	202	68.71	3.97
6	Knowing how to ask in a socially appropriate way	12	4.08	72	24.49	210	71.43	4.06
7	Processing the help that has been received	4	1.36	72	24.49	218	74.15	4.04

Table 5 presents high school students' help-seeking strategies in English language learning (Mean= 77.52 SD= 10.75 Mode= 76 Median=78). Generally, the students were more likely to seek help when they encountered problems or difficulties during the process of English learning. From the interview, when the five participants were asked about the importance of help-seeking in English learning all of them agreed that seeking help when facing difficulties during the process of learning English was important and beneficial. One of the participants argued:

“If I have a difficult time in learning English, but I refuse to seek help and just give up, then I will not be able to improve my English proficiency and just get stuck in that level” (Std. 3)

Furthermore, from the questionnaire, it is shown that the students were aware of their own knowledge state (54.08%, \bar{x} =3.60), set personal goals (74.49%, \bar{x} =4.04), considered the necessity of help (68.03%, \bar{x} = 3.82), determined the types of questions that should be addressed (57.15%, \bar{x} = 3.66), determined who and when to asked for help (68.71%, \bar{x} = 3.97), knew how to ask in a socially appropriate way (71.43%, \bar{x} = 4.06), and processed the help that has been received to continue the learning process (74.15%, \bar{x} =4.04). This is in accordance with the results gathered from the students' interviews. When they were asked about the things that they considered before asking for help, their answers reflected their help-seeking strategies. Student 1 stated that whenever she wanted to ask for help, she always considered the appropriate sentences and manners in asking for help especially when addressing it to the teacher

“Well, I usually think about the words that I will use to ask for help or address a question so that I can get the answers that I need to solve my problems. Are my sentences understandable? Do I ask politely? Things like that” (Std. 1)

Furthermore, student 4 responded that before asking for help, he considered the necessity of help. In this case, metacognition plays a role that is reflected through an individual's awareness of task difficulty and current knowledge state (Newman, 2012). Metacognition also enables an individual to utilize the relevant and available resources to make sure whether one really needs the help or not. He stated:

“Before asking questions, I usually do a quick search on Google to have the basic information related to my problem and make sure whether I really need the help or not” (Std. 4)

This result was quite intriguing as the teacher-centered classroom is still prevalent and is commonly found in Indonesian classrooms (Suryaratri & Shaw, 2014). One plausible rationale for this is that in the present study, the English learning took place in a supportive classroom environment and there were positive interactions between the English teacher and the student. This result is in agreement with Chowdhury and Halder (2019) who argued that the students’ engagement in help-seeking strategies may result from the nature of learning culture in the classroom and the nature of the interaction between the teacher and the students. From the teacher, the students “learn the value, usefulness, and skills of questioning and seeking assistance when facing academic difficulties” (Newman, 2002, p.136).

Furthermore, the finding of the present study is supported by some previous related research. The research conducted by Mbato and Cendra (2019) revealed that Indonesian undergraduate students of Sanata Dharma University displayed good attitudes towards help-seeking behavior. They were not reluctant to seek assistance from lecturers or peers when they encountered academic problems during the process of writing their thesis. This happened because Sanata Dharma University provided a supportive learning environment that supported students’ learning autonomy and self-regulation. Another similar result was also found in the research conducted by Chen, Li, Wang, Li, and Gao (2018) as well as by Abadikhah, Aliyan, and Talebi (2018) in which self-regulated learners with mastery goals and supportive learning environment were reported to engage themselves in adaptive help-seeking behaviour to overcome the academic problems successfully. However, this result contrasted differently from the research conducted by Suryaratri and Shaw (2014). Their study found that Indonesian primary school students showed the tendency to not seek help despite the students’ awareness of the problems and the availability of help and resources. Furthermore, it was reported that negative responses given by the teachers to the students when they asked for help made them feel reluctant to ask for assistance from the teachers. Moreover, it was also found that the students were lack of help-seeking skills as a teacher-centered classroom was dominantly used by the teachers. According to Emaliana (2017), teacher-centered classroom only gives a very limited opportunity for the students to actively take part in their learning process including proactively asking for academic assistance.

4.4 High School Students’ Motivation and their Help-Seeking Strategies in English Language Learning

The Pearson Product-moment formula was applied as the statistical method to calculate the correlation coefficient (r) to show the strength of the correlation. From the statistical calculation utilizing SPSS version 25, it could be seen that high school students’ motivation had a strong significant positive correlation with their help-seeking strategies ($r = .645$, $df = 96$, $p < .05$).

Table 6. Correlation between motivation and help-seeking strategies

		Help-Seeking Strategies
Motivation	Pearson Correlation	.645**
	Sig. (2-tailed)	.000
	N	98

Furthermore, the scatter plot visualizes the positive correlation between the two variables as the data showed a sloping pattern from lower left to upper right (see Figure 3). The positive correlation means that when the students have a high level of motivation, they are more inclined to engage in help-seeking strategies. Table 6 also shows that the correlation between motivation and help-seeking was significant (.000). The significant level is set at .05. Therefore, since .000 is less than .05 ($.000 < .05$), the correlation was significant and it did not happen coincidentally (Creswell, 2002). Thus, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_A) was accepted.

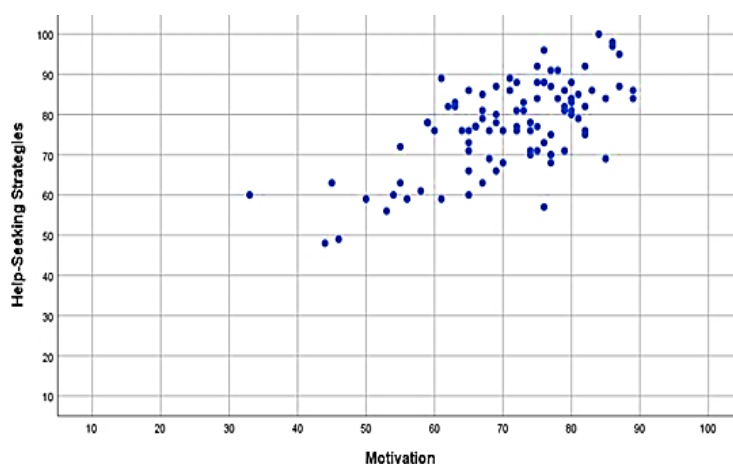


Figure 3. Correlation between students' motivation and help-seeking strategies

This result was in line with some previous related studies which found that motivation variables, encompassing self-efficacy (Cheong et al., 2010; Won et al., 2021), goal setting (Öztürk & Çakiroğlu, 2018), and mastery-approach goal (Chen et al., 2018) were positively correlated with adaptive help-seeking strategies. Furthermore, the results showed that the students who were more confident in their capability to successfully perform self-regulatory tasks were reported to have higher engagement in learning as they perceived the learning process as a valuable experience (Abadikhah et al., 2018; Won et al., 2021). Thus, they were more likely to put effort into learning and were not reluctant to seek assistance when encountering academic difficulties

Karabenick (2003) argued that the students who engage in adaptive help-seeking are more likely to be “more motivated, have a lower negative affect, and report greater use of learning strategies” (p. 41). He further explained that students' motivation in learning English might differ and may influence their decision to engage in help-seeking strategies. A

student whose motivation in learning is to facilitate self-improvement and development might seek help to enrich their understanding rather than simply to get good grades. They tend to ask for hints rather than a direct answer. They attempt to clarify whether or not their work is right, presumably so that they can elaborate on the feedback they receive for future learning. Furthermore, the students who are motivated are more likely to put the effort into learning, utilize various self-regulatory strategies, seek to understand the materials more deeply, and ask questions or help when they encounter cognitive dissonance (Karabenick & Gonida, 2018). These notions supported the finding that motivation and help-seeking as self-regulated learning strategies were strongly correlated in the English language learning context.

6. CONCLUSION

The present study reports the findings on the levels and relationship between motivation and help-seeking strategies in learning English. Three main conclusions can be drawn from the findings and discussion. First, high school students of SMA Private 1 Cirebon in general (68%) had a high level of motivation in learning English. They enjoyed the process of learning English and did not see the process as a burden. In addition, in terms of the types of motivation, they showed the tendency to be more instrumentally motivated in learning English. In other words, they learned English due to more practical and functional reasons. Secondly, it was found that the students showed positive attitudes and good initiatives to engage in help-seeking strategies whenever it was necessary. Lastly, from the statistical calculation, it was found that motivation and help-seeking had a strong positive correlation ($r=.645$). This inferred that when the students were motivated in learning English they were more likely to show effort to improve themselves and were more inclined to seek help when facing academic obstacles.

However, some aspects need to be improved by incorporating individual differences as variables that impede or support help-seeking behavior. Help-seeking is inherently social; thus, considering students' cognitive, personality, and social competencies might give more comprehensive and holistic findings of students' help-seeking strategies. The students who have social anxiety or simply are socially uncomfortable might avoid seeking help despite the availability of help and their awareness of the help-seeking strategy. Thus, future researchers are encouraged to explore the areas which involve individual differences.

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